Notes

Meeting with Representative Carole Murray and Colorado Council of Deans of Education (CCODE)

October 24, 2012, 10:00 – 12:00 DHE, Emily Griffith Conference Room

In attendance: Representative Carole Murray (<u>murrayhouse45@gmail.com</u>), Rod Lucero (<u>Rodrick.lucero@colostate.edu</u>), Mary Snyder (<u>msnyder3@uccs.edu</u>), Lorrie Shepard (<u>Lorrie.Shepard@Colorado.edu</u>), Kris Stanec (<u>kstanec@coloradocollege.edu</u>), Honorine Nocon, (<u>honorine.nocon@ucdenver.edu</u>), Gene Kelly (<u>gkelly@email.phoenix.edu</u>), Bush White (CCU), Wendy Wendover (<u>wwendover@ccu.edu</u>), Chris Lee (<u>lee_c@cde.state.co.us</u>), Jami Goetz (<u>goetz_j@cde.state.co.us</u>), Ellie Baldwin (<u>ebaldwin@international.edu</u>), Janna Oakes (<u>joakes@regis.edu</u>), Lisa Altemueller(<u>altemuel@msudenver.edu</u>), Eugene Sheehan (<u>Eugene.Sheehan@unco.edu</u>), Kurt Carey (<u>kurt_cary@adams.edu</u>), Valerie Dobbs (<u>vjdobbs@coloradomesa.edu</u>), Candy Roseneau (CCU), Christopher Davis (<u>cdavis@coloradotech.edu</u>), Ian Macgillivray (<u>jan.macgillivray@dhe.state.co.us</u>), Brittany Lane (<u>brittany.lane@dhe.state.co.us</u>)

The main points raised at this meeting were:

- 1. Need to align the Performance Based Standards for Colorado Teachers (PBSCTs) with the Quality Teacher Standards (per SB 10-191).
- 2. SB 10-191 concerns have made cooperating teachers and principals less likely to accept student teachers for fear of bringing down teachers' and principals' annual evaluations and effectiveness ratings. Need to incent schools to accept student teachers.
- 3. Principal prep programs need to prepare new principals as strong leaders, perhaps with more business skills.

Question asked regarding what could be removed from statute to help ed prep institutions do their job.

- Use one-time funds to encourage pilot programs that develop teacher leaders
 - Teacher leaders would receive extra training and compensation.
 - Able to do peer evaluations and mentoring as well
 - Need to learn standards well to coach/observe/evaluate per SB 10-191
- Need alignment of the old, but still-in-use Performance Based Standards for Colorado Teachers (PBSCTs) with the new Quality Teacher Standards, per SB 10-191.
 - Some ed prep programs have already aligned their student teacher evaluation forms with SB 10-191 evaluation language.
- Because of 191 mentor teachers are reluctant offer of "co-teaching" isn't enough
 - Incentivize mentor teachers for example:
 - Tie in with Teacher Leader certification or endorsement
 - Increase on pay scale
 - Extra points on evaluation

- Could accepting a student teacher lead to automatic renewal of license?
- Another way to get mentor teachers might be to create IHE/district partnerships, but there's concern that would be too restricting for districts.
- Principals are concerned because they're being evaluated as well.
- Needs to be a clear model of student teacher/mentor relationship so student teachers are seen as professionals and not treated as paraprofessionals.

Question asked if there should be an assessment developed to measure dispositions.

- Ed prep programs said they currently use dispositions as a tool for advising and for counseling students out of programs.
- Codifying dispositions not as helpful as the discourse around discrepancies between how students think they're doing and professor's observations.
- Institutions have already created rubrics around dispositions that match 191 rubric especially the language used to evaluate teachers
- Rather than add another layer of regulation, trust that educators are already doing a good job
 and respect and honor what is being done. Let educators continue to grow without always
 changing the rules.

Question asked if there is a different set of skills necessary to teach in inner city schools.

- Trying to get away from "silos" and prepare all teachers to be equipped to educate diverse
 populations as the problems are not specific to inner cities. Although, several ed prep programs,
 like Metro, UCD, and UNC's CUE, have a focus on urban education.
- Question asked if teachers in more affluent schools are prepared to work with kids from poverty.
- Candidates are being prepared that way, and student's that give an indication that they would not teach 'those kids' are counseled out.
- Additionally, teacher leaders and administrators fine tune those skills necessary to work in specific schools.
- Teaching skills for English language learners are a part of initial licensure programs and that we
 can't wait for teachers to get these skills only when they return for an advanced degree or
 endorsement in Culturally & Linguistically Diverse. Some proOgrams are encouraging candidates
 to complete an endorsement in CLD.

Question asked if business schools should work with colleges of education on curriculum in change management which might be particularly useful in turnaround schools

- Business schools have tighter controls than in education where our "raw materials' are children.
 Similarities between business and education superficial.
- Business model may have gotten us where we are with such an emphasis on testing.
- A significant predictor of achievement is culture in school.
- Point made that the Read Act is a great example of where this is working.
- Counter point made that there is research that suggests it is disruptive.

 CCODE agreed that the most appropriate similarity might be in preparing principals to be leaders.

Kurt (ASU) invited Representative Murray to travel there to see how they have been creative about developing plans to make improvements in schools without money in and around Alamosa.

Question asked how ed prep programs prepare candidates in using technology in classrooms.

- It was pointed out that K12 are the first to get new technology because they have the money.
 - The main issue for ed prep programs is being able to afford it. They often have to raise private funds for technology.
 - All faculty are required to stay current on educational technologies.
 - University faculty receive training on the use of technology and innovations in classrooms.

Representative Murray asked CCODE to talk with their faculty and let her know if they think anything needs to be removed from statute to help ed prep programs do their jobs.

• Question asked if, similarly, anything needed to be changed in rule.

Point brought up was that the content review process is onerous.

CDE agreed to explore being able to send the completer and employer surveys to each
programs' completers using their school district email addresses to increase return rate. This
might require permission from EDAC.

Point was made that CCODE might consider writing a letter to the House and Senate Education Committees regarding the incongruence between the PBSCTs and Quality Teacher Standards. Idea to present the letter in January when DHE and CDE release the Educator Preparation Report.